METP

GlobalED INSTITUTE

METP

INSTRUCTOR ORIENTATION COURSE

Introduction

WELCOME TO THE COURSE

Welcome to the Instructor Orientation course of Global Ed's Ministry Essentials Training Program (METP)! In this course, we will give you a general sense of the program. We will also provide you with some insight into the workings of a typical METP course so that you will be better equipped to teach as a METP instructor.

There are twelve courses in this program. In each course, students have ten hours of face-to-face classroom time with an instructor and fellow students. Because of this program's unique structure, we believe it is crucial to provide an instructor orientation for those who will be teaching any of the Ministry Essentials Training Program courses.

You are reading this because you are planning to teach a course as a METP instructor. We are excited about METP because it offers a ministry equipping solution for many who may not have other training opportunities. Thank you for partnering with us as together, we equip pastors and Christian leaders for the advance of God's kingdom.

UNDERSTANDING THE CONCEPT OF ADULT EDUCATION

It is important for all those planning to teach a course as a METP instructor to understand how learning happens. Students, basically, are responsible for their own learning. 'Tell me, I listen; Show me, I See but Involve me and I learn." Experiential learning is key to actual learning. If teaching is not transformational, it is not learning.[1]

[1] For further reference we recommend the book, Murriell McCulley, Principles of Teaching (Springfield, MO: Life Publishers, 2009). A soft copy (pdf) is available upon request to METP instructors.

Course Outline

In this METP Instructor Orientation course, we will cover the following topics about the Ministry Essentials Training Program:

1. **METP Courses Overview**
2. **Purpose of METP**
3. **Philosophy of METP**
4. **METP Course Materials**
5. **Preparing to teach a METP course**
6. **Contextualizing a METP course**
7. **METP Student Evaluation**

METP Courses Overview

METP 101: KNOWING AND LOVING GOD

In this first course, we lay the foundation upon which a Christian leader builds their ministry--namely, understanding who God is and how we can have a loving relationship with him. We look at all three persons of the trinity and how we as human beings relate to God.

METP 102: LEARNING GOD'S WORD

In the second course, we focus on how to approach the bible. We learn how the scriptures came to us and take a look at how God's grand story of his interaction with human beings is described in the bible. We study how to interpret the different kinds of biblical writing and discover the best ways to read the scriptures.

METP 103: CARING FOR GOD'S PEOPLE

The focus here is on how a ministry leader or pastor can provide spiritual care for those they are leading. We learn about the importance of the biblical picture of a shepherd for Christian leadership. We include discussions about counselling, caring in crisis times, mediating conflicts, and developing other caregivers.

METP 104: COMMUNICATING GOD'S WORD

In this course, we present a biblical understanding of the ministry of preaching and teaching. The focus is on moving from a biblical text to practical application to help the hearers understand the main point of the message and motivate them to action. We also introduce some essential communication skills.

METP 105: MINISTERING IN POWER

Here we introduce the ministry aspect that seeks to work in the power of the Holy Spirit to advance the Kingdom of God for his glory. We study the importance of prayer, fasting and faith. We look at how Jesus and the apostles ministered with power, signs and wonders and how their ministry sets a pattern for us. We discuss how to grow in the use of our spiritual gifts. In particular, we look at appropriate applications of the gift of prophecy and helpful ways to minister healing to those who are sick.

METP 106: SPIRITUAL WARFARE

In this next course, we build a biblical foundation that guides us in the understanding of what spiritual warfare is. We recognize that our struggle is not against flesh and blood but against spiritual forces of evil, which are opposed to God's purposes in the world. We study what the bible says about angels, demons, and the devil. We also present a practical deliverance ministry model, which helps us lead people to victory over demonic activity in their lives.

METP 107: REACHING THE LOST, MAKING DISCIPLES

In this course, we highlight evangelism and discipleship as the church's primary activity—namely, the Great Commission. We discuss how reaching the lost and making disciples is also a part of loving our neighbours as ourselves. Here we explore how evangelism can be appropriately combined with social work and social justice to serve our local communities. We outline the steps of conversion that lead to becoming a Christian and then describe the steps to Christian maturity as part of the discipleship process.

METP 108: FINANCIAL STEWARDSHIP

This course presents a biblical perspective of the spiritual and practical areas of money, finances, wealth, and poverty. The positive and negatives sides of money are discussed as we look at both personal and ministry finances. We highlight the best practices for the administration of finances. An underlying theme that guides this course is the importance of imitating our heavenly Father by having a generous spirit while at the same time being good stewards.

METP 109: MARRIAGE, FAMILY AND MINISTRY

In this course, we discuss the marriage and family life of the minister. These can often be affected by the demands of their ministry. We provide guidelines on how to have a healthy marriage as well as how to raise godly children. We look at some best practices in maintaining a healthy balance between ministry and family concerns.

METP 110: LEADING YOURSELF AND OTHERS

In this course, we present the importance of self-leadership. We look at the minister's calling and gifts that they bring to the ministry context. We highlight the heart of servant leadership based on the leadership model of Jesus. We describe best practices for leading others to equip students for leadership roles wherever they are.

METP 111: BUILDING COMMUNITIES OF FAITH

In the course on Building Communities of Faith, we study the basics of church planting and organizational leadership. We show how those who have come into faith can be built into a community of faith–namely, a local church. We suggest ways to improve the corporate worship experience. We also provide some guidelines on how to develop a well-functioning small group ministry in a local context.

METP 112: DEVELOPING CHRISTIAN LEADERS

In this course, we focus on the mentoring role that ministry leaders have in developing emerging leaders. We explain intentional mentoring relationships based on the mentoring model that we see Jesus used as he equipped his disciples. We describe the characteristics of an excellent mentor and the skills required for effective mentoring. We provide some guidelines on how to have effective and meaningful mentoring relationships.

Our hope is that as the students engage with each of these courses-they will become more effective in the ministry in their context.

(A full overview of the program and course descriptions are provided in a separate document.)

Purpose of METP

A. The Purpose for Each METP Student.

As instructors teach each class, they should pay attention to and reflect on what the students will receive from the course: Students should be--

1. **Equipped with knowledge and skills for ministry.**
2. **Educated in basic biblical and theological principles for practical ministry.**
3. **Empowered to engage people effectively.**
4. **Enriched in appreciation for what God can do through their ministry.**

B. The Overall Purpose of METP.

1. **The biblical impetus of the Ministry Essentials Training Program: The call for shepherds and prayer for harvest workers.**
    a. "When he saw the crowds, [Jesus] had compassion on them, because they were harassed and helpless, like sheep without a shepherd. Then he said to his disciples, "The harvest is plentiful but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field" (Matthew 9:36–38, NIV).

    b. When we see people coming to faith in Jesus, we need to see to it that they have shepherds to lead them on their journey of faith so they become mature in Christ and so they are built into communities of faith that will bring glory to God.
2. **The primary purpose of METP is to equip leaders, church planters, and pastors for the work of the ministry so that the people of God they lead can have shepherds who will nurture them into vibrant communities of faith.**
3. **We have designed METP to provide training for those who have not had access to formal theological and ministry training opportunities such as bible college or seminary. The reasons for lack of access may be distance, time, or money.**
4. **METP aims not to replace formal education but to fill an equipping gap for the church as it expands more quickly than bible colleges and seminaries.**

5. **For METP graduates who have the opportunity, we would encourage them to take formal training whenever possible.**

6. **What do we mean by a non-formal program?**

   a. Formal Theological Education and Ministry Training provided by bible colleges, seminaries, and extension schools for academic credit which require a greater investment of time to complete the courses.

   b. Informal ministry training opportunities are things like seminars, ministry workshops, and other occasional and specialized focus training. Many leaders participate in these as they can from time to time. These can be helpful, but there is no overall structure.

   c. Between these two equipping solutions we have nonformal ministry training such as METP.

      - What that means is that a student does not get academic credit like in a formal program.
      - But it is structured with specific objectives and outcomes in view (Informal training lacks that intentional structure).
      - Student progress is tracked through program and outcomes are assessed to assure quality training.
      - We can issue Certificates for those who successfully complete the program and fulfil its requirements.
      - The GlobalEd Institute, in collaboration with Summit Pacific College, provides oversight to the content, delivery and recognition of the Ministry Essentials Training Program.

Learning Activity:

As you think of your context, how do think the Ministry Essentials Training Program would help METP graduates serve the people in in their communities?

Philosophy Behind METP

The purpose is not to overwhelm the student with knowledge but to provide foundational Biblical truths and practical ministry insights.

A. Designed with Basic Assumptions in View:

1. **General Assumptions**
    a. Many Christian leaders in ministry have not received adequate training.
    b. A little training is better than no training.
    c. A structured training program is more effective than disconnected seminars and random courses in equipping ministry leaders and pastors.
    d. Christian leaders trained in essential ministry skills can be of greater service to those they lead for the sake of the kingdom of God.
    e. A leader never stops learning. Even those who have had theological training can benefit from METP because of its emphasis on practical ministry.
2. **Assumptions about students**
    a. Most METP students will have a bible of their own but may not have access to other resources. (Where there are other resources, we encourage students to make use of them.)
    b. Most METP students will come to the program with some knowledge and experience upon which they can build. The instructor should take time through class discussions to assess the students' level and allow them to express such knowledge.

B. Course Content Blends Multiple Areas of Growth.

A balanced education for ministry must involve an increase in biblical knowledge, a growth in understanding of basic theology, the improvement of practical ministry skills, and development in Christian character.

1. **METP courses are structured so that the lessons are based on biblical foundations.**
2. **METP courses include discussion of theological concepts that are relevant to the subject at hand.**

3. **METP courses provide instruction in practical ministry skills in ways that are adaptable to each context.**

4. **METP courses encourage the development of Christlike character-based servant leadership.**

C. "E" in METP Stands for "Essentials."

Our intention is not that the course content covers everything in detail, rather only the ESSENTIALS or the basics.

1. **The nature of the program is such that the instructor may feel they have not been able to teach everything about a subject that they might wish.**

2. **Instructors are responsible for being stewards of the classroom time. They should teach each course's essential components within the allotted time.**

3. **Students are to be encouraged and equipped whenever possible to read, study, and learn from other sources building on what they have learned in METP.**

D. Flexible and Adaptable.

1. **The instructor notes for each course include enough detail for an entire ten-hours of classroom contact. However, the intention is for instructors to adapt the content to the local context. (Some courses may require more adaptation than others.) Adaptation may include**

    a. taking more time to discuss areas that are particularly relevant to the ministry context of the students.

    b. adding content that has not been included in the course when there are biblical, theological, and ministry issues that the instructor will need to address.

    c. omitting content that is not as relevant to the ministry context. (When an instructor adds content or spends more time in an area, that means something will need to be omitted or passed over more quickly.)

2. **Students in each context may come to the program with different levels of education. Instructors will need to adapt the course content's presentation so that the students will understand the subject matter and apply it in their ministry.**

E. Interactive Teaching Method.

METP's preferred teaching method is Interactive because most things are learned by not only receiving knowledge but using the knowledge and applying it.

1. Adult learner educational model

We are following an educational model which assumes that most adult learners come into a new learning situation with existing knowledge of the subject and already have an idea of what new learning will be most useful to them. What adult learners bring into the classroom or learning environment needs to be considered as the new content is presented. Adult learners are responsible for their own learning and lecturers are there to provide resources and journey with the student. "Tell me-I hear. Show me-I see, but involve me and I learn."

2. Four steps in adult learning

Instructors need to pay attention to four steps in adult learning, those being inductive, input, implementation and integration. In METP courses, these are the typical ways in which instructors can do this:

a. Acknowledge what they already know (INDUCTIVE)
   - You need to take into account that they are anchored in a specific context from which they bring their knowledge and experience into the classroom sessions.
   - In your preparation you are thinking in advance of who the students are whom you will be teaching, and you take time to listen to what they may have to say about what they already know. This will help you shape how you will present your subject.
   - Type of Learning Activity: Let them share what they know

b. Instruct with new information or skill (INPUT)
   - You are adding something to their knowledge base.
   - Type of Learning Activity: Instructor presentation (Many teachers know how to do this learning activity well enough, but unfortunately that is all they do. However, instructors must understand that presenting a lecture is only one part of their role.)

c. Provide opportunities to make use of new knowledge (IMPLEMENTATION)
   - We find that when the instructor has presented the teaching lecture, if the students can process the new information by discussing it with their fellow students, they will remember it.
   - Type of Learning Activity: Small Group Discussion

d. Integrate new knowledge with what they know into their life and ministry. (INTEGRATION)
   - One could say if the new knowledge is not integrated into their lives and transformed the way they live and work, they have not yet learned.
   - Integration means they take away the new knowledge and allow it to become a part of who they are and how they function in ministry.
   - Type of Learning Activity: Personal Reflection on how the learning changes future behaviour

3. **Summary statement about dialogue learning tasks:**

Jane Vella: "Every learning task does not have to have four distinct parts, but a set of tasks will have this general flow—from work that connects their context to the new content (anchors it), to a presentation of the new content (adds), to doing something with that new content in a devised situation (applies), to taking the new content home (takes away)."[1]

F. Personal Character Development Focus.

1. **In addition to equipping for ministry, the Ministry Essential Training Program intends to add value to ministry leaders in these ways: through growth in biblical understanding, practical ministry skills, and character-based servant leadership. The ultimate impact of the training is for the sake of the people (congregation) they lead.**

2. **While the courses seek to provide biblical, theological, and practical ministry knowledge, we recognize that they will not be as effective unless the ministry leader grows in Christlikeness and godliness.**

Learning Activity:

How will you as instructor know if the time you spend in the classroom has the intended impact in a student's life and ministry?

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1 Jane Vella, *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action* (San Francisco: CA: John Wiley & Sons. Inc., 2008), 65.

METP Course Materials

A. The Instructor Notes.

1. **The core piece of the course material is the instructor's notes. Everything else flows from these notes.**
2. **There are about 30 to 45 pages of content in outline form for each course, with varying levels of details provided under different headings.**
3. **There are suggested learning activities throughout the course.**
4. **In most cases, there are select bibliographies for further studies.**
5. **There is a suggested time allocation guideline for the instructor to assist in classroom time management. Depending on class discussions and other factors, the section times may need to be adjusted as the instructor goes through the content.**

B. The Student Handouts for Note-Taking

1. **The student handouts provide an outline that follows the instructor's notes.**
2. **If instructors wish, they may, in each context, edit the student handouts to include their own additional content, emphases, and learning activities.**

C. The PowerPoint Presentation.

1. **We have prepared a basic PowerPoint presentation for each course.**
2. **The presentation we provide is considered a template for the course, and instructors may wish to create additional slides.**
3. **Since it may not be possible to have projection equipment in some contexts, PowerPoint presentations are optional.**

D. Student Evaluation Test.

1. **Each course has a test that has 20 multiple-choice questions (20 points) and one question requiring a short paragraph answer (5 points).**
2. **The student answers on a specific answer sheet (designed for easy marking.)**
3. **The instructor should return the multiple-choice question sheet to the administrator for future use. (Students should not keep copies of the test to maintain the integrity of tests in the future.)**

Preparing to Teach a METP Course

A. Spiritual Preparation.

1. Pray for the students who will be in your class.
2. Prepare yourself spiritually for studying and teaching.
3. Pray that as you teach knowledge, there will also be a spiritual impartation.

B. Study the Instructor Notes for your course.

1. Understand the logical flow of each of the subject areas
2. Study all the biblical references.
3. Make a note of any other biblical references that apply.
4. Find appropriate illustrations from your own experience, learning and study.
5. Choose which learning activities in the notes you will use (i.e. Small group discussions, exercises)
6. Create additional learning activities that will facilitate learning in your context.
7. Pay attention to the time allotted to each section of the course.
8. Be aware of what is taught in the other courses so that you can make a connection to their content.
9. Take time to contextualize the course material.
10. Read the test questions and note to teach specifically those addressed in the test question (without revealing the test questions to the students).

C. In the Classroom.

1. **Have your teaching notes ready.**
2. **Students will each need**
    a. Handouts and notepaper.
    b. A bible for individual use
3. **If you are using a presentation projector, set it up in advance.**
4. **Engage the students as much as possible in discussions. (Students can learn as much in conversations as in lectures.)**
    a. Allow for question and answer times. The instructor may want to allow students to answer questions to encourage class participation. (If students are reluctant to pose questions verbally, one approach is to invite them to write their questions on individual pieces of paper. Collect the questions and ask someone to read them, so it is a little more anonymous.)
    b. When not lecturing or presenting content, the instructor may function as a discussion facilitator.
    c. Have students break out into small groups for discussion based on questions in your notes.
    d. Pay attention to the allocated time by setting time limits for discussion.
5. **Since time is limited, classroom time management is a critical aspect of the role of the instructor.**

Making a METP Course Fit to a Local Context

This section is about contextualization which is taking universal principles and applying them into a local context.

A. Pay Attention to Context.

In preparing the course materials, we have given careful attention to the fact that instructors will teach these courses in many different cultural contexts. We set out biblical priorities as we understand them from the perspective of a "kingdom of God" culture. But at the same time, we acknowledge that we have written the courses in a Canadian context. For that reason, a significant aspect of the instructor's course preparation will involve contextualization (adapting the content into a specific local context).

Each cultural context will have its questions and priorities relating to the various subjects presented in the courses.

It will be up to the instructor and local ministry leaders to ensure that they adapt the courses' material to their cultural context appropriately. At the same time, they must uphold biblical priorities and the urgencies of the kingdom of God.

B. Guidelines for Contextualization.

1. **Take time to understand fully the meanings intended in the course material.**
2. **Assess the current relevance of the material for the ministry context.**
3. **Omit what may not be relevant.**
4. **Where more explanation is needed, add the appropriate content.**
5. **Use illustrations and pictures which will make the content understandable in the culture.**
6. **Let scriptural principles address the culture on their own terms, understanding that the culture of the kingdom of God has something to say to all cultures.**

METP Student Evaluation

A. Evaluation.

An important part of the METP is student evaluation, especially since we are keeping student records and issuing a certificate of successful completion.

Successful completion means:

1. **Full attendance of the student at all of the courses.***
2. **Completing a 20-question multiple-choice test (20 points) plus answering a question by a short written paragraph for each course. (5 points).**
3. **A student receiving less than 50% on a course test will be marked as Incomplete for that course.****

Note that since METP is a non-formal training program, graduation requirements are not as stringent as in a formal educational program. But there must be some evidence that the student has understood the course content.

*The local METP administrator can arrange ways to make up missed courses according to the METP policy.

**The local METP administrator may consult with GlobalEd Institute concerning graduation policies relating to those who have attended courses but have been marked as "Incomplete" for one or more courses.

B. Student Records Administration.

1. **Instructors are responsible for marking the tests. They may designate the task of marking to others but must see that the answer sheets end up in the local METP administrator's hands.**
2. **The METP administrator will be responsible for forwarding the student marks to the Manager of the GlobalEd Institute's attention.**

3. **Students' records are kept at the GlobalEd Institute at Summit Pacific College. These will include:**
    a. A unique student number.
    b. The student's name.
    c. The grades for each course.
    d. Graduation status.
4. **Upon graduation, the student will receive a copy of their student record along with the graduation certificate.**

Conclusion

QUESTIONS

If you have any questions concerning the METP Instructor Orientation course, you may also contact us at metp.info@paoc.org.

VIDEO INSTRUCTION

The full METP Instructor Orientation is available in a video format at metp.teachable.com. If you wish to have access to the video training please send a request to metp.info@paoc.org.

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